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ABSTRACT

This collection contains a series of analytical case studies of developing practices that respond to the challenges to higher education in the United Kingdom at the start of the new millennium. Chapters addressing important themes in developing professional higher education are: (1) "Lifelong Learning and Professional Higher Education" (David Watson); (2) "Issues of Professionalism in Higher Education" (Catherine Watts); (3) "University Education for Developing Professional Practice" (Tim Katz); (4) "Partnership in Higher Education," containing "Working with Multiple Partners in Social Work" (Jackie Langley), "Developing a Model of Partnership in Primary ITT" (Maggie Carroll and Lorraine Harrison), and "Interprofessional Learning--An Evaluation" (Graham Stew); (5) "Independent Learning and Reflective Practice," containing "Practice for Lifelong Learning through Independent Learning" (Jenny Smith), "A Masters Degree by Learning Objectives" (Patrick Palmer), and "Independent Reflection in Teacher Education" (Angela Pickering); (6) "Using the New Learning Technologies," containing "Integrating Learning Technologies into Professional Development Programmes" (Katie Herson, Michael H. Sosabowski, and Andrew W. Lloyd), "The Use of Videoconferencing To Support Mentorship" (Duncan Cullimore and Avril Loveless), and "Assessing Learning in ITT on a Business Information Technology Module" (Duncan Cullimore); (7) "Using the Internet and the World Wide Web," containing "Designing Multilingual, Multi-Disciplinary Distance Education" (Tony Hartley, Thierry Nodenot, Lyn Pemberton, and Raf Salkie), "An Intranet for the Business School: Developing a Model of Technology-Enhanced Higher Education" (Steve Flowers, Becci Newton, and Cameron Paine), and "A Web-Based, Student-Driven Module" (Gordon Bull and Mike Smith); (8) "Distance Learning and the International Dimension," containing "Role Development for Clinical Educators by Distance Learning" (Lynne Caladine, Ann Moore, and Jane Morris), "Course Delivery on Four Continents" (Ivan Birch), and "The European Intensive Course Experience" (Martin Daniels, Lyn Pemberton, Richard Griffiths, Thierry Nodenot, and Endika Bengoetxea); (9) "Preparation for Professional Practice," containing "Preparing Students for Professional Practice in Occupation Therapy Using Problem-Based Learning" (Marion Martin), "A Professional Development Scheme

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in a Sandwich Course: The Case of Computing" (Daniel Simpson and Colin Jackson), and "Encouraging Graduate Business Start-Up in Art and Design" (Linda Ball); (10) "Assessment and Standards," containing "Assessment and Standards in Implementing Accreditation of University Teachers: A Case Study" (Maggie Blake and Stuart Laing), "Professional Accreditation in IT Project Management" (Robert T. Hughes), and "Dyslexia in the Professions--the Case of Nurse Education" (Katharine Martyn); (11) "A Framework for Personal and Professional Development" (Linda Ball); (12) "Professional Doctorates: The Development of Researching Professionals" (Tom Bourner, Rachel Bowden, and Stuart Laing); and (13) "Practitioner-Centered Research" (Tom Bourner, Suzanne O'Hara, and Linda France). (Contains 272 references.) (SLD)

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